

Learning Conversation Notes		
Name of Partner: Placer Community Action Council, Inc.		Date: November 5, 2007
Number of Children Served: 60 Number of Parents Served: 74		Ages: Prenatal (), < 1yr (), 1 yr (), 2 yr (), 3 yr (), 4 yr (27), 5 yr (33)
When Served: July 1, 2007 to August 6, 2007		Gender: Children: 33-Male 28-Female Parents: 14 - Male 60 - Female Ethnicity: Child Parent Caucasian 25 35 African Amer. 1 1 Hispanic 27 33 Multiracial 7 1 Other 1 4
Conversation Participants: Heidi Kolbe, Don Ferretti, Nancy Baggett, Cathy Ferron, Judy Marston, Mary Jones, Christine Mattos, Debbie Blagsvedt, Denyse Cardoza		
Outcome: Children will arrive to their first days of kindergarten with the cognitive, social emotional, language and physical development skills necessary to be successful.		
Performance Measures: <ul style="list-style-type: none">Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served.Pre/Post assessments (derived from DRDP-r and NIPISING) to measure change in participating children's readiness for kindergarten.Photographs with written observations will be collected capturing the children's interactive activities with their parents and peers showing them reading, writing and getting along well with other children.		

What is this data telling us about achievement of outcomes?

Child Demographics (data is attached to this report)

A total of sixty new children completed the program at four sites. More Hispanic children participated compared to the percentage in the countywide population but this could be due to the areas where the program was held. Primary language spoken in the home: 34 speak English and 26 speak Spanish. The data shows that there is a large group of dual language learners. Spanish-speaking children showed improvement in English while in the program.

There were 41 children with no special needs, 4 children were eligible for Part B of IDEA, and 15 children will be referred on to other programs. It was observed that some children may have additional developmental needs based on the observation by teachers. A special education staff from PCOE visited some classes at the beginning of the program, but next year a special education person will visit all classes.

Auburn, Foresthill, Lincoln and Sheridan were the sites for this years program, with 20 slots in each site. The Foresthill and Lincoln sites had 19 children, Auburn had 12, and Sheridan had 10 children who completed the program. The zip code demographics are representative of the site locations and represent the ethnicity of those areas.

Parent Demographics (data is attached to this report)

This is a 4-hour program: 8:00 AM – noon. A large percentage of the parents work outside the home, however this did not seem to have a negative impact on parent involvement in the program.

Pre/post Assessments (data is attached to this report)

Children are observed by the teacher and rated on a scale from 0 to 4 in 11 different areas. The pre-assessment was used to identify the level of readiness for kindergarten upon entry into the program – this information was used by the teachers to develop curriculum. The post assessment is used at the end of the program to measure changes in the children's cognitive, social/emotional , language and physical development skills which speak to their readiness to be successful in kindergarten. The overall scores for both assessments will provide the program with information that will assist them in prioritizing which children will be enrolled in the program next summer.

The children seem to be doing well in the domains of Gross Motor and Fine Motor skills upon completion of the program. However with this group of children, there was a notable difference between the pre assessment scores for the Spanish-speaking children (being more ready for kindergarten with fine motor skills) than the English-speaking children.

Overall 86% of the children starting and completing the program are ready for kindergarten. The lowest two areas with the post assessment were the social-emotional and literacy domains.

Summary by Child of Overall Change in Measurements (data attached to this report)

Highest scores overall belong to Lincoln. All the children in the program from Foresthill were English-speaking. All the children in Sheridan had preschool experience.

Overall it was shown that children were making progress towards achievement of the outcome.

Photographs with Written Observations

The teachers captured pictures of the cognitive, social/emotional, language and physical development skills as noted in the outcome. Pictures were reviewed from the Auburn, Foresthill and Lincoln sites. Some of the pictures from each domain, with comments, will be posted on the website. The photo comments should include the domain it represents.

Summer Camp Successes as Noted by the Teaching Staff (all sites)

- Increase in children's self esteem, self confidence and excitement about beginning kindergarten
- Increased social and conflict negotiation skills
- Sense of pride in performing tasks and in writing and recognizing their names
- Ability to sit in groups and to follow instructions
- Increase in English-speaking and writing skills for children who are learning to speak English as a second language
- Excellent teaching staff (all had bachelor degrees and were familiar with the assessment and testing tools – this experience helped with the collection of the data.)
- 1:1 opportunities for staff-child interactions/bonding
- Teacher-directed and child-directed activities
- Parent involvement/parent appreciation

In what ways will we apply what we have learned from our data?

With more lead time to do planning and get the word out the program should be able to reach full capacity of 80 children.

The program will work with the Office of Education to identify children with special needs.

Program staff will be checking with the districts to make sure enough children are enrolling in kindergarten and would benefit from the program before planning specific site locations.

Pre assessment results are used as the basis for the curriculum and this appeared to be successful. The teacher can then work with special education needs and individualize the work to the child. Will be working with the districts using this data. In the instance when a child is identified with possible special needs, teachers would work with the parent using the pre assessment information in class observation to modify and develop both classroom curriculum and activities to do at home.

When looking at pre and post assessment data it may be helpful to look at the children either classified as having special needs or teacher noted concerns as a separate data set.

Other points that were made during the conversation:

When partnering with school districts to offer the summer program kindergarten teachers were particularly interested in curriculum that would promote development of the children's social-emotional skills.

The "High Scope" curriculum (child-directed activities) was successful in the program.

At the Lincoln and Foresthill sites they had 100% parental participation at the end of session celebration. Parent appreciation letters were received by all sites.

PCAC is working as a team to identify what tools and/or criteria will be used to recommend children for the program next summer. For example, NIPISING may be a better tool when screening for program participation.

Additionally, PCAC would like to get the Health Department onboard to help with identifying and referral to services for health issues related to school readiness.

Next Steps:

Network with other First 5 Placer funded programs to let parents know of other resources available to them within their community.

Add special needs and birth date columns on the summary chart.

Have photos include the domain areas from the pre/post assessment tool that they represent.

Capture siblings and mother and father in the home on the application. Also ask what preschool the child attended and how long if applicable.

Next Learning Conversation: November 3, 2008, 1:15-4:45 PM